

English (Standard) and English (Advanced)

Paper 1 — Area of Study ‘Discovery’

2015 Practice Examination

Total marks – 45

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using black or blue pen
Black pen is preferred

1

Section I

15 marks

- Attempt Question 1
- Allow about 40 minutes for this section

Section II

15 marks

- Attempt Question 2
- Allow about 40 minutes for this section

Section III

15 marks

- Attempt Question 3
- Allow about 40 minutes for this section

Section I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in a writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

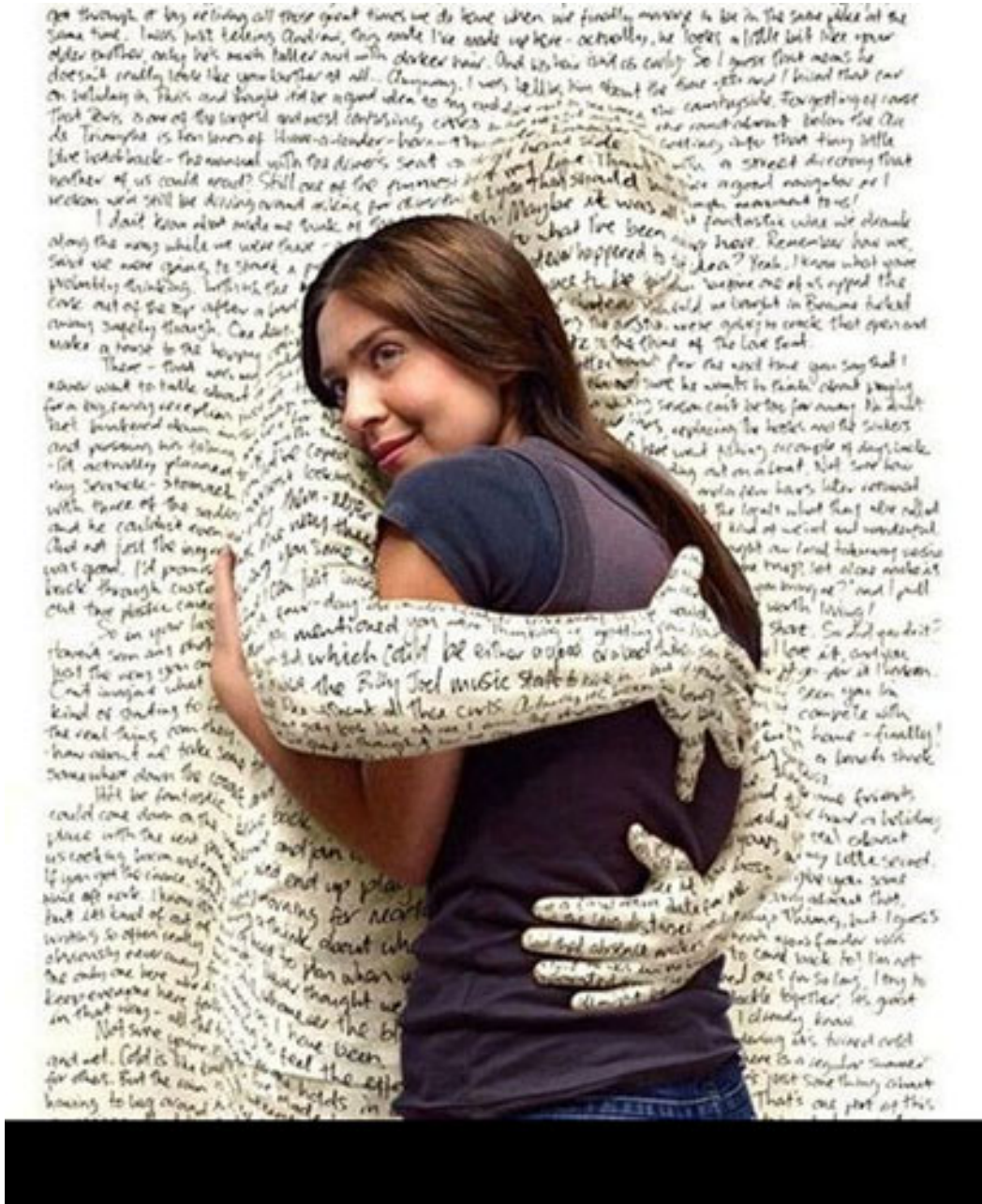
- demonstrate understanding of the ways in which the concept of discovery is represented in and through texts.
- describe, explain and analyse the relationship between language, text and context.

Question 1 (15 marks)

Examine Texts **one, two, three** and **four** carefully and then answer the questions that follow.

Question 1 continues on next page

Text One - Visual Text



Text Two - Poem

The Man in the Glass by Peter Dale Wimbrow Sr.

When you get what you want in your struggle for self
And the world makes you king for a day
Just go to the mirror and look at yourself
And see what that man has to say.

For it isn't your father, or mother, or wife
Whose judgment upon you must pass
The fellow whose verdict counts most in your life
Is the one staring back from the glass.

He's the fellow to please – never mind all the rest
For he's with you, clear to the end
And you've passed your most difficult, dangerous test
If the man in the glass is your friend.

You may fool the whole world down the pathway of years
And get pats on the back as you pass
But your final reward will be heartache and tears
If you've cheated the man in the glass.

Text Three - Film Transcript

Transcript extract from *Dead Poet's Society* written by Tom Schulman, directed by Peter Weir.

(Outside courtyard - Day. The students are standing in a line while Cameron, Pitts, and Knox are walking in a circle. Their teacher, Keating, watches as they go around.)

KEATING

No grades at stake, gentlemen. Just take a stroll.

(After a few moments, the three boys begin to march to the same beat.)

KEATING

There it is.

(The other boys start clapping to the rhythm of their steps.)

KEATING

I don't know, but I've been told--

BOYS

I don't know, but I've been told--

KEATING

Doing poetry is old--

BOYS

Doing poetry is old--

KEATING

Left, left, left-right-left. Left, left, left-right-left. Left, halt!

(The boys come to a halt.)

KEATING

Thank you, gentlemen. If you noticed, everyone started off with their own stride, their own pace.

(Keating begins walking very slowly.)

KEATING

Mr. Pitts, taking his time. He knew he'll get there one day. Mr. Cameron, you could see him thinking, "Is this right? It might be right. It might be right. I know that. Maybe not. I don't know." ... Now, I didn't bring them up here to ridicule them. I brought them up here to illustrate the point of conformity: the difficulty in maintaining your own beliefs in the face of others. Now, those of you -- I see the look in your eyes like, "I would've walked differently." Well, ask yourselves why you were clapping. Now, we all have a great need for acceptance.

But you must trust that your beliefs are unique, your own, even though others may think them odd or unpopular, even though the herd may go, "That's baaaaad." Robert Frost said, "Two roads diverged in a wood and I, I took the one less traveled by, and that has made all the difference." Now, I want you to find your own walk right now. Your own way of striding, pacing. Any direction. Anything you want. Whether it's proud, whether it's silly, anything. Gentlemen, the courtyard is yours.

(The students begin walking about, some walking casually, others making up silly walks. Keating notices that Charlie is still leaning up against one of the pillars.)

KEATING

You don't have to perform. Just make it for yourself. Mr. Dalton? You be joining us?

CHARLIE

Exercising the right not to walk.

KEATING

Thank you, Mr. Dalton. You just illustrated the point. Swim against the stream.

Text Four - Online Article

Better Off Alone, Hazel Cills

Almost every party and social gathering ... I want to be there, but once I arrive, I'm typically at a loss, mystified by the ease and energy with which everybody else makes conversation. As I've gotten older, I've begun to think that the way I connect with people is different from how most people connect with one another. My friends want to go to the movies and get dinner and hang out together all the time, it seems like, whereas I'm always drifting on the fringe, content to tag along on these occasions, but never one to agitate for them. But they're having so much fun! They seem so excited to be spending hours in each other's company, dancing or talking about school and crushes and life. And I never am. There's something wrong with that, isn't there?

I asked myself this question a lot. In high school, I never cared about going to parties as much as my friends did. I spent my freshman homecoming dance in the art room, hanging with my BFF, rather than grinding away to "Paper Planes" on the dance floor with my classmates. Every year, the cast party for the school musical would roll around, and I would force myself to attend. I loved working on the production with the other students, and I thought that I *should* socialise and celebrate some more, but I didn't really want to. My classmates seemed to fit together like an awesome jigsaw puzzle, and I somehow didn't.

Then one day I happened to come across a blog that linked to an article in *Psychology Today*. The author was explaining the difference between introverts and extroverts, and how extroverts are stimulated by company and gain energy as the night goes on, whereas introverts are often overwhelmed in similar situations. And it hit me: I'm an introvert. ("DUH!" screams the world, but I wasn't so informed.) It was reassuring to read something that basically said I wasn't a loser. The article explained that it's not that introverts don't like other people, it's just that socialising isn't necessarily a huge source of our happiness. We take pleasure in solitary activities. For us, sometimes even ordinary everyday questions like "How are you?" can cause a tiresome amount of consideration.

As I got further into my first year of college, I didn't feel like such a recluse anymore. I still went out sometimes, but I stopped worrying about how I'd be perceived if I didn't. It's tough, because I think the world values extroverts, and I can see why. People are drawn to outgoing people: They lead class discussions, they find their footing in unfamiliar situations, they make good impressions on job interviews, Facebook wants them to upload the photos of every party/dinner/bris they've ever been to and tag, tag, tag away.

But I'm starting to feel lucky that I'm comfortable being by myself. There are advantages to feeling like you don't need to be around people, but instead *choose* to be around them. I don't struggle with solitude. A weekend without plans doesn't bore me or make me panic that I'm not popular enough. I'll go to MoMa or walk around the city or write this Rookie essay. Spending so much time alone has actually helped me define who I am. It led me to start a blog. It allowed me to read many amazing books. It helped me decide what I want, free from the expectations or ideas of other people. It's impossible not to compare myself with other people sometimes, and to want to be more like them. I can admit that, just like I can admit that I'm happiest when I'm alone.

In your answers you will be assessed on how well you:

- demonstrate understanding of the ways in which the concept of discovery is represented in and through texts.
- describe, explain and analyse the relationship between language, text and context.

Question 1 (continued)

Text one — Visual Text

- (a) i) Identify ONE idea about discovery presented in the visual text. **1**
ii) How is this idea conveyed? **1**

Text two — Poem

- (b) *“And you’ve passed you most difficult, dangerous test
If the man in the glass is your friend”*
Explain how this quote reveals a sense of self discovery. **2**

Text three — Film Transcript

- (c) Explain how the film transcript portrays choice in the process of self discovery. **3**

Text four - Online Article

- (d) Demonstrate how Cills explores the idea that self discovery can be intensely meaningful and lead us into new perceptions of identity. **3**

Texts one, two, three and four —

- (e) “Conformity may restrict a discovery of the self.” Evaluate the effectiveness of TWO texts in conveying conformity as a barrier to self discovery. **5**

End of Question 1

Section 2

15 marks

Attempt Question 2

Allow about 40 minutes for this section

In your answer you will be assessed on how well you:

- express understanding of discovery in the context of your studies
- organise, develop and express ideas using language appropriate to audience, purpose and context.

Question 2 (15 marks)

Use the image below as stimulus for a creative piece on discovery.



Section 3

15 marks

Attempt Questions 3

Allow about 40 minutes for this section

In your answer you will be assessed on how well you:

- demonstrate understanding of the concept of discovery in the context of your study
 - analyse, explain and assess the ways discovery is represented in and through a variety of texts
 - organise, develop and express ideas using language appropriate to audience, purpose and context
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Question 3 (15 marks)

Analyse how discoveries have a meaningful impact on a person's sense of self. In your response, refer to you prescribed text and at least ONE other related text of your own choosing.